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ABSTRACT

More than three-fourths of the Nation's school districts receive funds for improving opportunities for educationally deprived children in low-income areas under Title I of the Elementary and Secondary Act. The Division of Compensatory Education, which administers Title I in the U.S. Office of Education, has examined a number of successful projects. These projects can be used as examples for other school districts implementing similar programs. The case studies of these examinations comprise a series which describes what is being done in specific locales and where and in what ways the Title I mission is being accomplished. In this report, the Bilingual Program at Tucumcari, New Mexico, which has been in effect since September 1969, is examined. The program attempts to improve the educational opportunity and the overall school experience for 162 educationally deprived children by developing both Spanish and English literacy skills, providing bilingual instruction in social studies and cultural enrichment, and developing positive self-image and cultural identity. The program is examined for planning, management, and implementation. The detailed budget for fiscal year 1972 and various components of the testing program completed by fall 1970 and their results are also given. (NQ)

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The Bilingual Program Tucumcari, New Mexico

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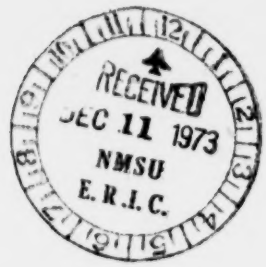

A Title I ESEA Case Study: The Bilingual Program Tucumcari, New Mexico

1972
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PREFACE

Title I of the Elementary and Secondary Education Act provides funds to more than three-fourths of the Nation's school districts to improve opportunities for educationally deprived children in low-income areas.

But what constitutes a good title I project? What are the common denominators of success?

To answer these questions, the Division of Compensatory Education, which administers title I in the U.S. Office of Education, has examined a number of successful projects. As might be expected, different assets were found in different projects; each project represented a local school district's response to local problems. Nonetheless, many elements of such projects can be used as examples for other school districts implementing similar programs.

Each case study included in this series can, either as a whole or in part, be replicated. The reports concentrate on educational services and administrative design but also include illustrations of good practices in providing supportive services and involving parents and other community members.

In brief, the case studies in this series describe what is being done in specific locales and where and in what ways the title I mission is being accomplished.

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GENERAL INFORMATION

Identification Data

- State and district – New Mexico, Tucumcari Public Schools
- Type of program – Bilingual education
- Grade levels – Pre-1st, 1st, 2d
- Number of schools served – One
- Cost per pupil – $377
- Date when program began – 1969-70

Description of School District

Tucumcari is the county seat of Quay County, N. Mex. The economy of Tucumcari is based principally on ranching, agriculture, railroading, and tourism. Two major railroads connect the city with principal markets in the midwest and on the Pacific coast. In addition, two national and two State highways provide valuable transportation links for trucking and tourism.

The population of Tucumcari is about 9,000 people, mostly shopkeepers, small businessmen, and farmers and their families. Approximately 46 percent of the population are of Spanish origin, and black families comprise 1 percent.

The public school system includes four elementary schools, one junior high, and one high school for some 2,350 children. Zia Elementary School was chosen as the project site because it had the highest percentage of educationally deprived children in the school district. There is also a branch of Eastern New Mexico University located in Tucumcari. There are no parochial schools in the city. The students are predominantly English-speaking whites, with approximately 43 percent Mexican-American and less than 2 percent black. Table 1 shows the ethnic distribution of children in Tucumcari schools. The average pupil/teacher ratio in the schools is 22.6. Average teacher salaries are: elementary – $6,154; secondary – $6,354. The Superintendent of Schools, Mr. David York, is appointed by the elected members of the Board of Education.

Capsule Description of Program

The bilingual program in the Zia Elementary School is an attempt to improve the educational opportunity and the overall school experience of approximately 162 educationally deprived children. The program seeks to:

- Develop literacy skills in both the mother tongue and the second language
- Provide bilingual instruction in social studies and cultural enrichment
- Assist the development of positive self-image and cultural identity.

A bilingual staff, currently consisting of three teachers and four aides, provides instructional activities during daily visits to all regular classrooms in grades 1 through 3. Children are grouped according to ability for half-hour sessions in reading, in both Spanish and English, during the morning hours. In the afternoon, the bilingual teachers return to the regular classroom to provide a 1-hour instruction period, in Spanish, in social studies and cultural enrichment. Parents of the children sponsor additional special activities and presentations to reinforce the cultural identity and self-image of the Spanish-speaking children.

Tucumcari, like several other school districts in the Southwest, had organized special pre-1st-grade classes for all children entering school. Under this arrangement, a child could progress directly from pre-1st to 2d grade if his English-speaking ability and academic achievement warranted the jump. If, however, he was having difficulties with English, then he progressed to 1st grade.

The bilingual program began in one pre-1st-grade classroom in September 1969 and has since expanded to include all classrooms through grade 2 and one 3d-grade class. The pre-1st-grade concept has now been eliminated districtwide. Plans for the program include eventual expansion up to grade 6 and horizontal expansion into other title I schools in Tucumcari.

Table 1. Number and percent of students in Tucumcari Public Schools, by ethnic background, 1969

Schools	Black		English-speaking white		Mexican-American		Total students	
	No.	%	No.	%	No.	%	No.	%
Elementary								
Zia	26	6	64	16	315	78	405	100
Buena Vista	2	1	145	92	11	7	158	100
Mountain View	-	-	259	86	43	14	302	100
Granger	-	-	182	51	173	49	355	100
Total elem.	28	2	650	53	542	45	1,220	100
Junior high	2		303	56	240	44	545	100
High school	4	1	289	63	166	36	459	100
Total Tucumcari school system	34	1	1,242	56	948	43	2,224	100

Primary emphasis of the 1st year of operation was on the evaluation, translation, and acquisition of suitable instructional materials in Spanish and English. In the 2d year, this effort continued with added emphasis on the development of audiovisual aids and lesson plans for teaching language arts and other parts of the curriculum in two languages.

The program is funded by title I ESEA as a supplement to the regular school program in Tucumcari.

PLANNING THE PROGRAM

Determining Pupil Needs

The main emphasis of the title I program in Tucumcari in the first 2 years of its operation was on remedial reading. In school year 1967-68, Mr. Don Herron was hired as the elementary school counselor for the title I program. Results of the testing program conducted by Mr. Herron that year had some disturbing implications. Despite the title I program, evaluations in the spring of 1968 showed that participants made no appreciable scholastic gains. Also, the testing indicated that the children from Spanish-speaking homes in the title I schools were being labeled slow learners without the native intelligence necessary to achieve on a normal level.

Largely at the instigation of Mr. Herron and other concerned community and school people, the Title I Advisory Committee began a study in 1968-69 to ascertain in greater detail the educational needs of the title I children and to find a more effective approach to meet those needs.

The study began with an extensive evaluation of the remedial reading program. The committee, through its various sources and contacts, decided that the resources and efforts of the title I program could be better utilized in another area. This decision was based on several factors.

- A persistent nigh dropout rate among the Spanish-speaking children in the district;
- Poor school attitudes as observed by teachers;
- A retention rate of 34 percent in all 1st-grade classes in the 1968-69 school year;
- The results of the testing program for participants in the reading activity; and
- Additional testing of Spanish-speaking children to determine their level of achievement in English-language skills.

The decision of the advisory committee led to the establishment of a planning group composed of the superintendent of schools, the assistant superintendent, the principal of Zia Elementary School, a junior high school Spanish teacher, a high school Spanish teacher, and Mr. Herron.

The group held its first meeting in March 1969 to consider an alternative approach to the education of linguistically and culturally diverse children. Plans were discussed with members of the school faculties in Tucumcari, and the group decided that a bilingual/bicultural program should be started at the lower elementary level.

As planned, the program would begin in only one pre-1st-grade classroom the 1st year. If the program evidenced success, it would be expanded both horizontally and vertically during successive years. This decision was based on the experimental nature of the program, the amount of funds available to the staff, and a cautious attitude on the part of the community as to the probable success of the program.

The emphasis and the approach would, it was felt, obviate the need for remedial work later in the child's school experience. The pupils who were to participate in the 1st year's operation were located in the Zia Elementary School. The attendance area had the highest concentration of low-income children from Spanish-speaking homes. Participants in the 1st year were title I eligible children whose parents, after consultation, had voluntarily enrolled them in the class.

The new program was advertised over the radio and in the newspaper. Parents were asked to bring their children to enroll in the special class. None came during the opening days of school. Therefore, Mr. Herron and Miss Rose Gonzales (a bilingual Spanish teacher hired as a consultant) started at the top of the preenrollment list and visited the

homes of the first 25 Spanish-surnamed children to explain the basic concepts of the program to the parents. All the parents voluntarily enrolled their children in the class. The primary reasons for the earlier lack of response were a general mistrust and fear of the school and misunderstanding about the serious intent to carry out the new program. After the home visits, the parents became very enthusiastic about the program and offered to help in any way.

Involving Parents and Community

There was no input from the parents of the children in the needs assessment process before the program began. This situation changed, however, during the 1st year of operation, and all parents were consulted at the start concerning the needs of their children. Proposed changes in the program are now discussed not only with the parent advisory council but also with individual parents of children in the program.

In September 1969, parents of the children in the first bilingual class were asked to form a parent council to help guide the program and to assist in its operation. In school year 1970-71, a nominating committee suggested new members for the parent council. The council included seven parents, each with at least one child in the program, plus the principal and members of the bilingual program staff. The council met about once a month.

Establishing Specific Objectives

The planning group established the objectives for the 1st year of the program. Immediate objectives were to:

1. Begin a program of bilingual/bicultural education in a pre-1st grade at the Zia Elementary School.

2. Involve parents, teachers, administrators, and others from the State Department of Education in the planning of the project.

3. Give major emphasis during the 1st year to developing and locating materials for the program.

4 Lay the groundwork for effective community involvement.

During the process of establishing specific instructional objectives, the group was greatly influenced by a speech delivered by Dr. Henry Pascual, a specialist in communicative arts for the New Mexico State Department of Education. This was disseminated to school personnel through the State. The speech emphasized three basic areas of concern to educators of potentially bilingual children: developing the self-image of the child, supporting cultural identity, and preventing educational retardation.

Performance objectives which evolved from these and other ideas were as follows:

1. The 1st-graders will learn about the Mexican and American cultures through games, art, stories, songs, food, and participation in other special activities.

2. The class will demonstrate a better command of both Spanish and English languages upon entrance into the 2d grade.

3. The 1st-graders will have a positive attitude toward school as measured by their participation in activities recorded and observed by the teachers involved.

4. The class will display a more positive self-image than a comparable control group as measured by recorded teacher observations.

Objectives for the 2d year of operation were essentially the same as for the 1st year. During the 1st year the staff concentrated on problems related to scheduling, vertical expansion, and the continuing need to evaluate and adapt high-quality materials for the program. However, they soon realized that tighter performance objectives were needed and sought advice from the Education Department of Eastern New Mexico University which has a branch at Tucumcari.

Identifying and Using Resources

The planning group recognized from the beginning that they had little knowledge of the steps involved in beginning a bilingual program. They were aware that the 1st year would necessarily be developmental and that the structure of the program would have to be flexible in order to allow for change as experience and expertise were acquired.

The first planning task undertaken was a review of existing resources in the school district and the State of New Mexico. Dr. Pascual provided excellent assistance and counsel in this review. Another source of State leadership was the title I staff under the direction of Mr. Donald Harvey. Members of the planning group attended seminars at the Cultural Awareness Center, University of New Mexico. In addition, existing bilingual education programs in Dexter, Artesia, Las Vegas, and Silver City, N. Mex., were visited by Mr. Herron and Miss Gonzales to gain insight into program design, administration, materials, and special problems in implementing such a program.

The program staff maintained close coordination with Dr. Pascual in the 2d year of operation in order to obtain current information regarding new developments in research, materials and techniques related to bilingual/bicultural education.

MANAGING THE PROGRAM

Selecting Staff

The scope of the 1st year program in 1969-70 and the amount of funds available limited the size of the staff. The planning group decided that one bilingual consultant and one school aide were essential. The program staff would work in close cooperation with regular school personnel and with parents of the children to maximize resources for the program.

The selection of the bilingual consultant was a key decision for the superintendent and the Title I Advisory Committee. They felt that in a small program with limited staff, the responsibilities placed on each person would be demanding and require an unusually high degree of dedication, tact, enthusiasm, and understanding as well as the expected technical expertise for conducting such an activity. Other requirements for the position were a B.A. degree, fluency in English and Spanish, and teaching experience.

Miss Rose Gonzales was hired in August 1969 as the bilingual consultant. She was chosen because she was a long-time resident of Tucumcari and, therefore, familiar with the needs of local children. She also had indicated an early interest in and dedication to the program.

The selection of the bilingual school aide was a joint decision of the title I coordinator, the bilingual consultant, and the superintendent. All applicants were interviewed by these individuals following submission of a standard application form. The availability of the aide position was advertised in the local newspaper, over the radio, and through various contacts in the schools. Requirements for the position were:

- High school diploma or equivalent
- Age 18 or over
- U.S. citizenship or evidence that it is being sought
- Fluency in English and Spanish
- High moral character
- Teaching ability.

A total of 25 persons applied for the position. Mrs. Mary Alarcon was selected in August 1969.

It shortly became evident that additional assistance was needed in the bilingual class. A title I instructional aide, Miss Betty Dabau, had expressed interest in the new program and readily agreed to be transferred into the bilingual class. In August 1970, an additional aide, Miss Barbara Domingos, was hired from approximately 10 to 12 applicants from the community.

By midterm of the 2d year of operation, the program had been expanded to include two pre-1st-, one 1st-, and one 2d-grade classes. This increased the number of students to 100, and an additional bilingual teacher was hired to assist Miss Gonzales. Three applicants for the position were interviewed; Mr. Philip Sandoval was selected. Mr. Sandoval had completed practice teaching in Tucumcari and had previously expressed tremendous interest in the program and the concept of bilingual education.

During the summer of 1971 reallocation of title I funds in New Mexico provided the opportunity to hire a third teacher for the program. Five persons, all Spanish-surnamed, applied for the position. Mrs. Rose Anaya, who had had teaching experience in another bilingual project in the State, was hired. One of the major problems faced by the program was the difficulty in attracting additional applicants for positions, perhaps due to the size and location of the city. To handle this situation Tucumcari began to rely more heavily on local resources, focusing primarily on improving the capabilities of local people. Current plans for a degree program for school aides at Eastern New Mexico University are an example of this.

Selecting and Preparing Facilities

Initially, a 30-minute time block in the regular school day was designated for instruction in Spanish. The bilingual teacher and

teacher aides went into the regular classroom to present the program to the children. This pattern proved ineffective for several reasons:

- Entire class instruction did not allow enough time for attending the individual needs of each child.
- Instruction had to be planned so that all children were able to participate regardless of their differing abilities in Spanish.
- The bilingual teacher and the teacher aides were often in different rooms and were not able to observe and criticize each others' techniques.
- The regular classroom teacher was not utilized effectively during this time.

In order to remedy this situation and to provide for linguistic ability grouping, the program staff decided to experiment with a different logistical arrangement in the 2d year. A large room in the school was selected for the bilingual learning center. Here, small groups of children could come for short instructional periods. A Spanish learning environment was created in the room with many visuals and teaching devices, such as illustrations of story lines and songs, pocket charts, sentence strips, and reading charts. The room was divided into two sections for small-group instruction.

In the beginning of the 3d year of operation the bilingual program moved back into the regular classroom. While there were many logistical advantages to having a separate room for the program, the staff felt that other considerations outweighed these advantages. Specific disadvantages of the special room arrangement were:

- Coordination between the activities in the regular classroom and the special room was hampered because daily interaction between the teachers was lacking.
- An artificial separation between the Spanish and English activities developed, especially in the area of cultural enrichment.
- With additional classes, the space in the special room was inadequate.
- Excessive displacement of children occurred, resulting in loss of instruction time.

Organizing and Scheduling Participants

During 1970-71 children were placed in groups of 10 to 15, based upon individual needs as determined by the regular classroom teacher and the particular level and subject matter being presented in the special room at a given time. If a child exhibited need for additional help in more than one area, he could be scheduled for more than one group session per day.

Within each group, the bilingual staff further divided the students according to needs and the amount of individual attention required. The schedules for teachers and aides were sufficiently flexible so that they could work with the entire group, subgroups, or individual children. Activities in the regular classroom were scheduled so that the children did not miss any of the regular instructional program.

At the end of the year, the bilingual staff agreed that they needed more coordination with the regular classroom teacher and less separation of Spanish and English activities. To accomplish this they decided to offer the bilingual program in the regular classrooms, making it an integral part of the instruction given all children, not just the children from Spanish-speaking homes.

Under the present arrangement the three bilingual teachers and four aides go into each regular classroom for approximately 1 hour in the morning and 1 hour in the afternoon. In the morning, the bilingual teacher works with approximately half of the class reading Spanish, and the regular teacher works with the remaining children reading English. Children are subgrouped according to special problem areas and ability in each language. The aides conduct special activities with small groups or individual children. Each reading session last 30 minutes. Then the bilingual teacher and the regular teacher exchange groups for reading in the other language. Reading activities occur in the two 1st grades and one 2d grade.

In the afternoon, the bilingual teachers provide 1 full hour of instruction in social studies and cultural enrichment to all 1st-grade and 2d-grade classes and to one 3d-grade classroom. This instruction is delivered totally in Spanish. The regular teacher is in the classroom to provide reinforcement and to demonstrate an interest in the language and culture of the children from Spanish-speaking homes while also serving as a model for the other children in the room. Aides work with individual children whose command of Spanish does not allow them to participate fully in the main activities in the room. Also, in the afternoon, two of the bilingual teachers go to two other title I schools and teach Spanish language arts and culture to two 1st-grade classes for approximately 45 minutes. An aide is assigned to each teacher for these activities.

Developing Curriculum

In the beginning months of the program, considerable staff effort was directed towards adapting, translating, and evaluating various published curriculum materials, poetry, folk tales, and existing curriculum guides. After 2 years of operation, a basic set of materials and lesson plans has been established. The two bilingual teachers continually evaluate new materials for possible use. Bibliographies, constructed from visits to other bilingual education projects, are periodically reviewed and a copy of selected materials is obtained. The text is reviewed in detail, and experimental lesson plans are constructed and used in the classroom.

Considering the limits of time, space, and funds, the program staff realized that for bilingual education to become a significant factor in the educational development of the children in Tucumcari, the most relevant aspects of the curriculum should be chosen for bilingual presentation or solely through the dominant language of each child. This realization was based on the concept that the function of any school is to provide conceptual growth for *each* child. Such growth should take place through the language which is most familiar to the child and which can be used most effectively as a learning vehicle. Coordination with instruction in the regular classroom is required so that concepts learned in one language are reinforced in the other. Consequently, literacy skills and social studies concepts were chosen as the core of the bilingual activity.

The decision to teach literacy skills in the program was based on the premise that if one can read and write his native language, the way is paved for further intellectual development. In addition, if was felt that once the skills of reading were learned, there would be a positive transfer into English reading skills.

Although the program emphasized the acquisition of literacy skills in both English and Spanish, staff members were also concerned with the content of the materials used to teach such skills. They agreed that the time-tested content of international folk tales would be an excellent starting point for reading in Spanish. However, the teachers found the vocabulary of the folk tales already published in Spanish too complicated and thus translated their own versions of such favorites as Little Red Riding Hood, The Three Bears, and Snow White.

In addition to improving reading skills, staff members hoped the children would expand their total language experiences. This was accomplished through listening as the staff read culturally based stories, preparing personal experience charts similar to those in the *Learning Experiences in Reading* program by Van Allen, and participating in culturally relevant games, learning poems, and singing songs suited to the age level of the children.

While the children were developing language skills in Spanish, they were reinforcing those skills in English in the regular classroom. Regular teachers used Miami Linguistic Readers, and the children learned songs and games in English.

In presenting the social studies activities, the staff worked with children not only through their language but also through their world. A child interprets reality from a personal point of view and thinks that everyone else sees the world as he does. Therefore, the immediate environment of the school and home comprises the initial social studies content so that the child can begin to relate

through himself to others. The social studies concepts incorporated in the curriculum were designed to stimulate the child's awareness of:

- Himself in time and space
- His name and its importance in his culture in contrast with other cultures
- His schoolmates
- His family in contrast with other families
- His living habits (foods, health, church, and community life).

Basic elements of mathematics and associated terminology were also presented in Spanish to reinforce the math instruction in the regular classroom. Teachers used manipulative devices, including clocks, coins, and like and unlike objects, to explain the concepts of addition, subtraction, counting, and application of numbers as they relate to time and handling money. Followup activities using abstract numbers were then employed.

IMPLEMENTING THE PROGRAM

Training the Staff

Inservice training of the staff occurred in both formal and informal ways. Prior to the 1st year of operation, the title I director and the bilingual consultant held a preschool workshop. The participants included seven teachers and 11 aides. Training was given in methods of teaching the bilingual child, the use of audiovisual equipment, orientation to school law, and the duties of teacher aides.

During the school year, the bilingual program staff met weekly with the regular classroom teachers to discuss problems of individual children and to obtain the teachers' opinions of the special program.

Aides in the program received considerable on-the-job training. The bilingual consultant observed their activities each week and reviewed techniques, offered suggestions, and requested changes at a weekly staff meeting.

Tentative plans for the inservice program in 1971-72 were developed by the bilingual consultant. These included workshops for six classroom teachers, three aides, two bilingual teachers, and the Zia School principal. The following subjects were covered:

1. Community Involvement – To be conducted by the bilingual consultant; covering the concepts of the importance of parental interest in school for both teacher and students and methods used to attract parents to become involved in the bilingual program.
2. Cultural Differences – To be conducted by program staff members; based on a model workshop from the Culture Awareness Center, Albuquerque, N. Mex., to stimulate teachers to become aware of and sensitive to cultural differences in children and to use cultural differences to enhance teaching materials.
3. Miami Linguistic Series – To be conducted by a representative of the publishing company; to instruct teachers in the use of the method and to stimulate bilingual aides to use some of the methodology in teaching the children to read Spanish.
4. Man and His Social Actions – Conducted by bilingual teachers; to train regular teachers and aides in elements of conceptual development and contents of the social studies curriculum for the program.

Staff Duties

Each staff member was assigned specific tasks during the teaching periods. These tasks included:

Teachers

- Reading instruction in Spanish
- Conducting writing practice based on story line of the reading activity
- Individual tutoring for:
  - Language development of non-Spanish speakers
  - Muscular development through writing
  - Phonetic discrimination drills in English for Spanish speakers
  - Other English-as-a-second-language needs

Aides

- Reading reinforcement activities using cards and sentence strips
- Reading of stories to small groups
- Leading group singing.

Conducting Instruction

In working with the children, the teachers and aides prepared colorful visuals to illustrate story lines and then presented segments of the story orally with selected vocabulary words. An attempt was made to match prereading instructional activities developed in regular reading readiness with the Spanish

reading program. Reading skills, such as comprehension, analysis, synthesis, and evaluation, normally taught as part of English language arts, were now presented in the native tongue as well.

Miss Gonzales prepared regular weekly lesson plans which the entire staff reviewed on Friday mornings. On Friday afternoons, the aides developed supplementary materials and visuals and their own individual lesson plans for the coming week.

A partial list of materials in use thus far includes.

Kenworthy's Laguna Language Series

Filmstrips:
- Caperucita Roja (Little Red Riding Hood)
- Los Tres Osos (The Three Bears)
- Los Cautro Cantantes de Guadalajara (The Four Singers of Guadalajara)
- El Flautista de Jamlin (The Pied Piper)
- If You Were Born in Mexico
- Men in Blue, Policemen in Action
- I Beg Your Pardon

Records:
- Ninos Dejad que os Cuente un Cuento (Children, Let Me Tell You a Story)
- Canciones de Navidad (Songs of Christmas)
- (Cantos de los Posadas (Yuletide Chants)
- Paso a Paso (Poesia y prosa para niños) (Step by Step, Poetry and prose for children)
- Rancheras de Nuevo Mexico (Ballads of New Mexico)
- Vamos a Cantar (Let's Sing)

Books:
- Nuestros Amigos (Our Friends)
- A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-School Children
- Learning English as a Second Language (Flash cards included)

Visual Aids:
- Cubical counting blocks
- Flannel board with magnetic back
- Velour board sheets
- Felt sheets
- Felt cutouts
- Magnetic enlarged coins
- Magnetic numbers
- Beaded clock
- Calendars

Translated Stories:
- The Ugly Duckling (El Patito Feito)
- Telltime Goes A'Counting (Telltime Va Contando)
- The Brave Little Indian (El Indito Valiente)
- If You Were Born in Mexico (Si Habieses Nacido en Mexico)
- I Beg Your Pardon (Con Permiso)
- Jack and Jill (Joaquin y Juanita)
- Baa Baa Black Sheep (Ba Ba Borrega Negra)

Involving Parents and Community

Parents of children participating in the program volunteered their time and services for special activities. Some parents made personal presentations on various aspects of Mexican-American culture through storytelling, games, art, and demonstrations. Among the parental sessions were demonstrations on how to make flour tortillas, abodes, sopapillas, and toys out of boxes; the presentation of various Mexican songs; and telling Spanish stories. Parents also made costumes for class plays and food and piñatas for parties.

In addition to these special activities, teacher-parent meetings are held each month to help develop new ideas for the program and to discuss its progress.

When the bilingual class first started, parents were asked not to come and observe for a few days to allow time for the children to adjust to the new activity. Thereafter, a schedule was arranged to insure that during each school day two parents would be in the classroom observing the program. This activity maintained the interest of the parents and strengthened home/school relationships for all involved.

There were other special events which served to stimulate interest in the program and involvement of the larger community:

- The children in the bilingual class in 1969-70 constructed a float for the piñata festival parade in Tucumcari. The class rode on the float in the parade and won first prize in the competition.
- The class celebrated "Las Posadas," a Mexican Christmas tradition commemorating the journey of Mary and Joseph to Bethlehem and their nightly search for lodging. The celebration, which lasted several days, involved many families in the community. Each night the children went to a different house, singing carols and asking lodging. The owner of the house welcomed the group, and there were singing, refreshments, and the breaking of a piñata.

Disseminating Information

Each year an evaluation summary of the project was put into booklet form for all interested members in the community. The booklet contained test results, information pieces on the rationale and structure of the program, recognization of parents and other persons who contributed to the program, a collection of all newspaper items about the program, and other pertinent information about bilingual/bicultural education.

In addition to the booklet, reports were given periodically over the radio and in the newspapers. The parent council and individual parents met regularly to review the progress of the program.

In 1970-71 a film about the program was prepared, and it is available to the community and other interested parties.

BUDGET

The detailed budget for the bilingual activity for fiscal year 1972 was:

Salaries for professional personnel		
Position title:	Est. no.	
Bilingual teacher	2	$12,800
Bilingual consultant	1	7,326
Guidance counselor/director	1/2	7,891
	Subtotal	$28,017
Salaries for nonprofessional personnel		
Position title:	Est. no.	
School aides	4	8,370
Secretary	1/2	2,133
	Subtotal	10,503
		$10,546
Supplementary school aides		250
Proposed travel for instruction		250
Guidance and testing		
Other instructional expenses		
Textbooks		1,000
Classroom supplies and materials		1,390
Audiovisual materials		100
	Subtotal	$ 2,490
Employee benefits		
Social Security		2,858
Educational Retirement Act		2,896
Health/accident insurance (optional)		190
	Subtotal	$ 5,944
	Total	$58,000

EVALUATION

Evaluation of the program in the first 2 years of operation relied heavily on teacher and parent observation, questionnaires, checklists, surveys, and locally developed tests. Some standardized testing was conducted in English and Spanish largely for comparative purposes to justify the activity and gain maximum community support. The evaluation design for the 1971-72 school year included pretesting and posttesting of participants, using achievement measures such as the California Test of Basic Skills and the Peabody Picture Test in English and Spanish.

The various components of the testing program completed by fall 1970 and the resulting data are presented in tables 2 and 3.

Table 2. Comparative test results of the bilingual class, Zia Elementary School, Tucumcari, 1969-70

Student's number	Otis-Lennon Mental Ability score (IQ) traditional English, 9/69	SRA Short Test of Ed. Ability score (IQ) in Spanish, 9/69	Peabody Picture Vocabulary (Individual Test) score in Spanish, 1/70
1	108	130	110
2	83	67	91
3	75	93	moved
4	75	92	89
5	66	absent	103
6	89	111	105
7	82	88	80
8	86	85	99
9	90	105	100
10	93	113	109
11	63	76	77
12	61	89	77
13	68	84	moved
14	73	114	110
15	87	85	120
16	86	95	127
17	72	98	91
18	78	101	103
19	57	100	100
20	81	106	91
21	72	98	96
22	87	97	90
23	90	99	137
24	69	92	95
25	67	86	82

NOTE—Comparison of test scores: At the beginning of the school year the bilingual class was tested in the traditional testing pattern for all beginning 1st-grade students. The first list of scores shows results of this testing. The list of scores to the right is from the tests given in both Spanish and English.

These are the test results of students who were with the program from the very beginning. Three new students were added and two dropped.

Table 3. Reading readiness test results for the bilingual class, Zia Elementary School, Tucumcari, 1969-70

Student's number	Metropolitan Reading Readiness percentile score, 9/69	Peabody Picture Vocabulary (Individual Test) score in Spanish, 1/70
1	71	110
2	-1	90
3	absent	moved
4	1	88
5	4	103
6	14	105
7	4	80
8	1	99
9	20	100
10	55	108
11	13	77
12	2	90
13	11	moved
14	22	110
15	11	120
16	40	127
17	61	90
18	1	103
19	2	100
20	8	90
21	14	95
22	23	90
23	26	137
24	3	95
25	4	81

NOTE—Metropolitan Reading Readiness Test: This test was administered to all children entering the 1st grade in the Tucumcari schools. The test, among other things, was used to determine a child's readiness for language and resulted in placement and grouping for these beginners. This test was administered to the group in English. Any students who score below the 30 percentile are, according to the test manual, likely to have difficulty in 1st-grade work and should be assigned to a slow section and given more individualized help. If the readiness score is used as a guide, 20 of the above students would be considered slow learners. On the other hand, the Peabody test indicates three might be classified as slow learners.

The tests used in the program were:

- Otis-Lennon Mental Ability (English)
- SRA Short Test of Educational Ability (Spanish)
- Metropolitan Reading Readiness Test (English)
- Peabody Picture Vocabulary Test (English for English dominant/Spanish for Spanish dominant)

The first three tests were administered to the students as a group. The Peabody test was given individually.

The objectives of the 1970-71 program were measured by the following means:

1. An adaptation of the rating scales that accompany the Bessell-Palomares Materials, Methods in Human Development (Human Development Training Institute, San Diego, Calif., 1967) was used to measure the development of positive self-image and cultural identity.
2. To check each child's attitude, parents were asked to answer a locally developed questionnaire. This same questionnaire provided data on the accomplishment of the cultural identity objective.
3. Locally developed tests and teacher observations provide the bulk of data for measuring cultural identity.
4. Greater command of the English and Spanish languages was assessed by posttesting with the Peabody Picture Vocabulary Test for English and a locally developed test for Spanish.

Other positive indicators that the program has had significant impact were:

1. The number of children who progressed from pre-1st-grade directly into 2d grade increased markedly. In 1968-69 the 1st-grade retention rate for the district was 36 percent. After 1 year the percentage dropped to about 16 percent.
2. As a result of the decreased retention, all 1st grades were eliminated except for one class of eight children. School officials were optimistic that this class could also be eliminated.
3. Absenteeism and vandalism to school property were reduced sharply.
4. Parental involvement and interest in the total school program increased markedly.

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